



**507th REPORT OF THE ACADEMIC POLICY COMMITTEE TO SENATE – Part B
on the APC meeting held on November 5th, 2021**

I. TO BE APPROVED BY SENATE

(A) **NEW TEACHING PROGRAMS REQUIRING SENATE APPROVAL** - *none*

(B) **ACADEMIC PERFORMANCE ISSUES / POLICIES / GOVERNANCE/AWARDS** - *none*

(C) **CREATION OF NEW UNITS / NAME CHANGES / REPORTING CHANGES** - *none*

(D) **CHANGES IN DEGREE DESIGNATION** – *none*

(E) **INTER-UNIVERSITY PARTNERSHIPS** – *none*

(F) **OTHER**

Academic Policy Committee

Course Delivery Parameter for the Winter 2022 Academic Term – Appendix A

At a meeting on November 5th, 2021, APC reviewed and approved the proposed Course Delivery Parameter for the Winter 2022 Academic Term. The proposed structure, valid only for the Winter 2022 term, provides Faculties with a framework for the inclusion of online components into courses with 200 enrolments or less. To ensure high quality and consistent learning experiences, Faculties will use these guidelines to establish processes to assess requests from instructors wishing to include more than the set threshold (20% of contact hours) of online components in their courses.

Be it resolved that Senate approve the proposed Course Delivery Parameter for the Winter 2022 Academic Term.

II. TO BE ENDORSED BY SENATE / PRESENTED TO SENATE FOR DISCUSSION – *none*

III. APPROVED BY APC IN THE NAME OF SENATE

(A) **DEFINITIONS** – *none*

(B) **STUDENT EXCHANGE PARTNERSHIPS / CONTRACTS / INTERUNIVERSITY PARTNERSHIPS** - *none*

(C) **OTHER** – *none*

IV. FOR THE INFORMATION OF SENATE

I. ACADEMIC UNIT REVIEWS - *none*

II. APPROVAL OF COURSES AND TEACHING PROGRAMS - *none*

1. Programs

- a) APC Approvals (new options/concentrations and major revisions to existing programs)
 - i. New Programs
 - ii. Major Revisions of Existing Programs

- b) APC Subcommittee on Courses and Teaching Programs (SCTP) Approvals (Summary Reports: <http://www.mcgill.ca/sctp/documents/>)
 - i. Moderate and Minor Program Revisions
 - ii. Program Retirements

2. Courses

- a) New Courses
- b) Course Revisions
- c) Course Retirements

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Course Delivery for Winter 2022 – Terms of Reference

These terms of reference apply only to the Winter 2022 Academic Term at McGill University.

McGill remains committed to in-person teaching. Accordingly, the primary mode of instruction at McGill for the Winter 2022 term will be in person, at both the course and program levels. All instructors are responsible for their courses and can adopt new approaches to enhance the quality of teaching and learning in support of course objectives. At the same time, it is important for the University, Faculties, Schools, and Departments to oversee teaching practices and validate that program requirements are upheld and to ensure high quality and consistent learning experiences for students.

For the Winter 2022 term, large lectures (enrolment greater or equal to 200) will be delivered principally online (for terminology see **Appendix 1**). For other activities, when a course is assigned a classroom, it is expected that it will be delivered in-person. However, instructors of courses with enrolments under 200 may wish to integrate online components into their courses; this document establishes the parameters for such circumstances. The terms set out herein extend principles that were in place – although not previously made explicit – in Fall 2021.

These terms of reference do not affect the small number of programs and courses at McGill that have been previously designed to be delivered fully online.

For the Winter 2022 term, online learning components for courses can be integrated into teaching activities provided the parameters below are followed:

- An instructor may be able to deliver online a limited proportion (hereinafter “the threshold”) of a course they are assigned to teach in person without having to confer with or seek approval from their Chair or Faculty. The threshold is determined by each Faculty according to its own program and accreditation requirements and objectives. As a general rule, the threshold will not exceed 20% of contact hours. Online components are expected to adhere to good pedagogical practices and support the learning outcomes for the course.
- An instructor who wishes to teach online a proportion of their course that exceeds the threshold will obtain approval from the Faculty in which the course is delivered. Each Faculty will have a process for assessing and approving requests. Decision-making criteria include the following, as well as any other factors a Faculty deems appropriate given its own objectives and requirements:
 - Relevant program and accreditation requirements will be met.
 - Core student learning outcomes, experiences, and/or competencies that require in-person activities will be maintained or enhanced.
 - The instructor has demonstrated that they will respect the number of contact hours for the course and will ensure that the workload assigned to students in the course is distributed throughout the academic term.
 - A minimum number (or %) of synchronous, in-person contact hours – to be determined by the Faculty – that will be delivered, at least in part, by the instructor (i.e., instructors cannot ask TAs to deliver all in-person components of the course).
 - The instructor has demonstrated the added pedagogical value of offering online teaching that exceeds the threshold.
 - Instructors agree to include a question on their course evaluations to solicit student feedback on the online components of the course.

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- The modality of delivery, including plans for blended learning must be signaled in the course outline as of the first day of term.

Appendix 1: Terminology

- **Blended learning** refers to teaching and learning activities made up of a combination of online and in-person course components, both of which are necessary for students to achieve the learning outcomes of the course. The online components may be **synchronous** (e.g., delivered 'live' via Zoom), or **asynchronous** (e.g., pre-recorded and available for students to access at their convenience).
- A **Flipped classroom** is a kind of blended learning where students engage in learning activities such as doing readings, completing individual learning activities, and perhaps viewing pre-recorded lectures outside class time, and class time is designed for learning activities that require interaction and inquiry.
- **Online course** (or **Online course component**) refers to a course (or part of a course) that has been expressly designed for online delivery through the intentional implementation of instructional activities and selected technologies that support the achievement of course learning outcomes. Students have advanced knowledge that their course (or course component) has been designed for online delivery.
- **Remote delivery** or **Remote instruction** refers to a situational need to deliver a course online that would normally be delivered in person. During the COVID-19 pandemic, remote instruction happened largely through lectures delivered over Zoom instead of in person and, in some cases, with the implementation of additional technologies on an ad hoc basis.
- **Hybrid** (often referred to as **Hyflex** elsewhere) refers to a class where some students are physically present and others attend virtually at the same time with all students having the same opportunities to participate and engage in the classroom activities. Hybrid classes require technologies not readily available in most McGill classrooms and it demands additional instructor support for course planning and delivery.